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ABSTRACT

This newsletter from the Community College Baccalaureate Association (CCBA) provides research and institutional updates on community college baccalaureate degrees. The first issue describes two institutional case studies of community college baccalaureate degree programs. The first, a manufacturing technology baccalaureate degree at Westark College (Arizona), provides a learner-centered curriculum that allows students to progress through competency-based unit modules at their own pace. The second case study is an examination of the University College System in British Columbia, Canada. The author provides an introduction to postsecondary education in the Canadian context (e.g., the difference between colleges and universities) with a specific focus on the geographic and historic factors influencing education in British Columbia and the creation of five university colleges. The second issue provides a summary of the North Central Association Task Force recommendations for offering baccalaureate degrees at community colleges, presents a discussion of newly established CCBA strategies for accelerating the widespread acceptance of community college baccalaureate programs, and highlights the Florida Legislature's recent decision to authorize community college baccalaureates. The third newsletter offers institutional case studies from Louisiana State University at Alexandria and Edison Community College (Florida), along with the first CCBA nationwide market research report. (RC)

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ED 469 668

# CCBA Beacon, 2001

Laurie McDowell
Editor

CCBA Beacon v2 n1-3 Win-Fall/Win 2001
Community College Baccalaureate Association

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# CCBA Beacon

*An International Organization for the Community College Baccalaureate Degree*

VOL. 2 • No. 1 | Laurie McDowell, Editor | Winter 2001


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***What is the CCBA Mission?***

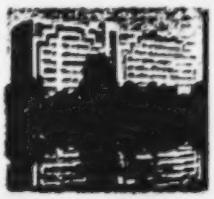
***To promote the development and acceptance of the community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost.***

**VISIT OUR WEBSITE**

For articles, list of members and on-line application, be sure to check out our website at www.accbd.org.

You can e-mail Dr. Kenneth P. Walker, Founding President of the Community College Baccalaureate Association (CCBA) at kwalker@edison.edu

## ARE YOU REGISTERED?



**Don't forget to submit your registration for the First Annual CCBA Conference in Orlando, February 7-9. The registration form is on page 8. More information can be found at the CCBA web site at www.accbd.org.**

## THE MANUFACTURING TECHNOLOGY BACCALAUREATE DEGREE AT WESTARK COLLEGE

*by Mr. Don Tannehill and Dr. Sid Connor*

In its continuing effort to meet the needs of the Fort Smith, Arkansas community, Westark College, with the encouragement of the Arkansas State Legislature, has embarked upon an innovative course: to offer a competency based, contextually integrated baccalaureate degree in Manufacturing Technology.

The demand for the degree arose from requests by the Fort Smith Manufacturing Executives Association, which consists of sixty-four major companies located in the Fort Smith area who hire Westark graduates as employees. The Manufacturing Technology degree employs a self-paced curriculum that allows the students to have flexible scheduling. Gone are the traditional elements of mandatory seat-time and lecture to be replaced by "just in time" focused modules of content, which the student can complete at his or her own convenience.

The curriculum is learner centered, teacher facilitated and designed to meet the leadership demands of industry. A panel that consists of area manufacturing personnel has reviewed the program material to determine its applicability to industry leadership positions. Upon entering the Manufacturing Technology program at Westark College, the student progresses through each unit module (compared to credit hour) at his or her own pace demonstrating competency in each module as identified in the goal and objective statements of the module. In addition to the traditional topics related to manufacturing and technology, the program integrates areas of study traditionally referred to as general education (humanities, English, sociology, etc.). The assignments in these areas were developed and are assessed, respectively, by Westark College general education faculty members. As the student progresses through the program, s/he demonstrates her/his competency in the various areas of study by a rigorous, authentic assessment designed for each module. In addition, students demonstrate competence by taking National Occupational Competency Institute assessments and the junior rising exam (CAAP).

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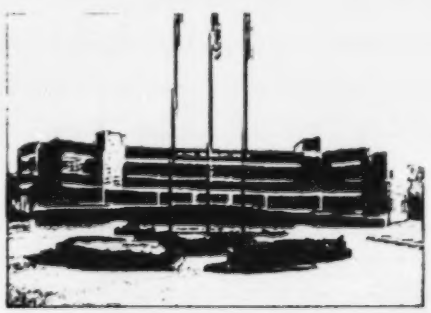
## The Manufacturing Technology Baccalaureate Degree at Westark College

*from page 1*

Upon completion of the program, the learner achieves several goals. Learners will attain skills and abilities in manufacturing content related to producibility, planning and production. In addition, learners will be effective communicators, problem solvers, critical thinkers and will demonstrate the ability to effectively work in and lead teams. While enrolled in this program, students will gain a minimum of 1420 hours of paid work experience at a manufacturing-related facility. By focusing on the employers needs, national standards for manufacturing, and a rigorous applied general education with breadth and depth, these students are assured to find employment within manufacturing-related fields upon graduation. From its inception, the Manufacturing Technology Baccalaureate Degree at Westark College has been innovative. The self-paced structure, the integration of general education requirements applied to a manufacturing environment, and the modular components enable the program to appeal to traditional students in addition to workers and employers in the new century. □



## THE UNIVERSITY COLLEGE SYSTEM IN BRITISH COLUMBIA, CANADA

*by Dr. Brian Carr, Dean: Faculty of Science, Mathematics and Technology*
*Kwantlen University College*

### Factors Leading to the Emergence of the University College

The delivery of primary, secondary and post-secondary education in Canada is governed provincially with minimal control and operational funding from the federal government based in Ottawa. Since 1989, the five existing university colleges In British Columbia have granted more than 6000 degrees either on their own or with university partners, and have integrated existing diploma and certificate programs into unique and creative degree programs. The university colleges have been viewed by many within and outside the educational sector as the success story of the decade for post-secondary education. Specific information on each university college can be web accessed at http://ucbc.ceiss.org.

To understand what led to the creation of the University College and its ultimate success in such a short period of time, one has to gain a cursory understanding of the physical and social makeup of British Columbia. It is also important to clarify the difference between "college" and "university" from the Canadian context, as the two words are interchanged rather loosely in the United States. I'll start with this first.

The term "college" is most generally used to describe an educational institute that offers short-term certificate programs all the way up to three-year diploma programs in either adult upgrading, apprenticeships, career/technical/vocational/technology training and in some provinces up to two years of university transfer courses. The term "university" is restricted to those institutions offering bachelor, masters or doctoral degrees. This latter distinction is less clear now that some colleges also offer bachelor degrees. Colleges tend to operate with an open door admission policy within defined program quotas, while universities tend to accept the best of the applicants within strict intake quotas. Colleges tend to serve regional needs, while universities tend to have a greater provincial, national and international outreach. Colleges strive for teaching excellence, while universities place greater emphasis on pure research and publications. Colleges generally have smaller class sizes and lower tuition fees, while universities tend to have large class sizes in first year. Colleges generally have fewer teaching assistants. Colleges usually respond faster to change, and generally factor employment needs of the region into the programs they offer.

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## THE UNIVERSITY COLLEGE SYSTEM IN BRITISH COLUMBIA, CANADA

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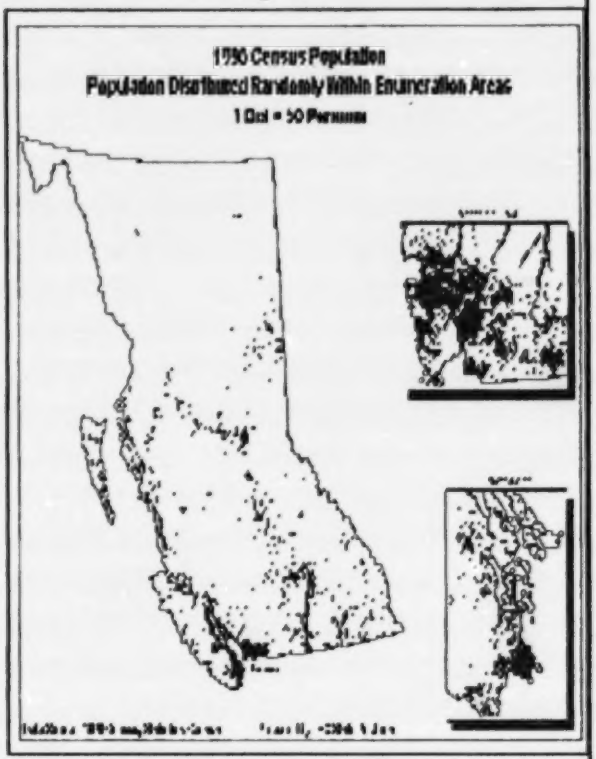
British Columbia is comprised of 947,800 sq km (365,950 sq mi) with a population of 3,933,000 according to 1999 data. Slightly more than half this population resides within a small region of the southwest corner of the province in what is referred to as the Lower Mainland (Vancouver and immediate region). There are at leastsix mountain ranges running north/south that divide the province into isolated regions, and a very rugged and jagged Pacific Ocean coastline with many large and small islands. Population density in British Columbia is illustrated in Figure 1.

Figure 1




British Columbia has a service economy, with roughly three out of every four jobs in the service sector. Ninety percent of the employers have fewer than twenty people under salary. The primary industries in the past have been commercial fishing, forestry and mining. Environmental issues have had a negataive impact on these industries. Tourism has developed into a major service industry, but the new economy of British Columbia will need to depend heavily on a growing high technology sector. This means a continuing shift to more and more skilled technical jobs. The economy of the province has shifted dramatically in the last decade, and a university degree is much more essential in obtaining fulfilling and stable employment.

From 1915 until the early sixties the only university in British Columbia was the University of British Columbia (UBC), located in Vancouver. There was also Victoria College, affiliated with the UBC. In 1963 Simon Fraser University (also in Vancouver) opened, and Victoria College was transformed into the independently administered University of Victoria.

The number of students attending the three universities grew rapidly in the sixties, but access did not improve much for potential students residing greater than commuting distances from Vancouver or Victoria. To increase the availability of post-secondary education throughout the province the government began to develop the college system. Two opened in 1965, with twelve others following over the next ten years. These colleges were assigned a broad mandate that included the delivery of developmental education and career/vocational training much like colleges in the rest of Canada and the United States. To address the overflow demand for university studies within Vancouver and Victoria and the lack of easy access to academic study outside these two cities, colleges were allowed to offer university transfer programs consisting of the first two years of traditional university studies. Colleges were located throughout the province in population population centers and each was assigned a given geographical region to service. In time, many colleges established more than one campus inorder to make them as accessible to the people as financially feasible. Enrollment soared throughout the seventies.

Despite this explosive growth in post-secondary education, it became clear by the end of the seventies that the participation rate in university degree programs had falled well behind the Canadian average for all provinces. As a result the province was relying more and more on inward immigration from other areas of Canada or other countries to meet its employment equirement for university graduates. Surveys undertaken showed that the lack of local access to a degree program was the major factor.

In the early eighties the province fell into an economic recession – the worst since World War II. A restraint program followed and growth in post-secondary seats stalled. Young people found it difficult to find jobs and rather than do nothing they decided to seek more education. It was also discovered that those with a university education were less likely to lose their jobs in hard times, so families and schools began to preach the merits of a university degree. What arose out of this was a massive number of students unable to acquire a post-secondary education because of the limited number of spaces available.

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## THE UNIVERSITY COLLEGE SYSTEM IN BRITISH COLUMBIA, CANADA

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**The Access Report**

In 1988, a government-established Provincial Access Committee proclaimed an immediate need for expanded access. In 1989 a strategy called "Access for All" was put into effect. Among other strategies to increase access, this comprehensive initiative called for the creation of two new universities: the University of Northern British Columbia in the central "north" of the province, and Open University which was located within the Vancouver region but mandated to provide distributed learning throughout the province.

Of even greater note, were three other proposals:

- The Access Report called for the establishment of a coordinating council on admissions, transfer and articulation. In response the government founded the British Columbia Council on Admissions and Transfer (BCCAT) to facilitate course and program articulation between the various post-secondary institutions, and oversee a smooth course transfer for students moving mostly from college to university. The creation of this Council has played a major role in developing cooperation between the colleges and the universities, and ultimately in the university acceptance of the degree granting capacity of the colleges. More information on British Columbia's successful venture of inter-institutional transfer can be obtained from the WEB at www.bccat.bc.ca.

- The Access Report called for the conversion of three of the existing colleges into university colleges. Cariboo College, Okanagan College and Malaspina College, each located in high-density areas outside Vancouver and Victoria, were chosen to make this transition. They were asked to add, through partnership with one or more of the existing universities, the third and fourth years of degree programs with degrees granted by the university partner. The goal was to build on existing transfer courses and programs at the colleges using the established reputations of the universities. It was argued that this was the fastest and cheapest way to bring university access to the areas removed from the existing universities. Because the colleges were partnered with a university for their third and fourth year offerings, much of the upper level curriculum development, hiring practices or research and scholarly activities of faculty were directed by that university. While this may have slowed the development of degree programs in unique non-traditional areas, it allowed for instant acceptance of the university college structure by the universities. Since the universities accepted them, then so too did the public at large. Suddenly there was legitimate degree access for some of the outlying regions of the province. After some transition period, it was expected that these university colleges would gain their independence from their partnered university.

- The Access Report also granted the blessing for any college to negotiate with any university the development of collaborative degrees. Colleges not awarded degree-granting status welcomed the opportunity and started negotiating collaborative degrees with the universities – mainly with Open University. Seven colleges and one institute currently have collaborative degrees in place. Even some of the university colleges have them now.

In 1991, Fraser Valley College became the fourth college to award degrees. It partnered many of its degrees with Open University, and was offered greater liberty to control its business as a result. In 1995 the government awarded Kwantlen College with degree-granting status. This was in response to public outcry for creation of a university in the Lower Mainland south of the Fraser River to serve the needs of the fastest growing region in the province. It also announced the creation of Royal Roads University on the western edge of Victoria and Technical University in the Lower Mainland. There were two major differences that came with the Kwantlen announcement:

- It was not necessary for Kwantlen to partner with any university in developing and delivering its degrees. At the same time the other four degree-granting colleges were granted their independence from university partnership. All five colleges changed their titles to include the term "University College" in trumpeting this independence.

- Kwantlen was not mandated to offer the traditional degrees in arts and science. Government felt that UBC and Simon Fraser University could meet this need. Instead, Kwantlen was directed to offer applied degrees. The term "applied" was left undefined despite calls for clarification. This left the door wide open for the five university colleges to be innovative in their thinking for degree program development, and to focus more intensely on employer needs in their region. At the same time, two technical institutes in the Vancouver area were awarded degree-granting status.

Degree programs in place in 1999 are shown in Figure 2. It is quite likely that this list is incomplete as many degree proposals are in various stages of approval by the colleges or government. Within each category there may be a variety of options or majors/minors that are not listed. In all, there are more than 160 different degrees currently being offered at the five university colleges.

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## THE UNIVERSITY COLLEGE SYSTEM IN BRITISH COLUMBIA, CANADA

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**How successful have the university colleges been in their short lifespan?**

Some of the more obvious successes are:

- They have received instant recognition by the universities, general public and employers. While they may still lack the full prestige of a university in the eyes of some, they are helping address regional employment shortages and better access to university degrees throughout the province.
- The university colleges have been able to attract suitably qualified faculty committed to teaching excellence.
- They have gained modest access to federal government and national research grants, although far less than the universities. Most university college research targets issues of immediate interest to the local region or a local industry. This is attributed to the attachment each college has to its region's most immediate needs, and to the experiential benefits students acquire through their involvement in these locally based research projects. Malaspina University College on the Pacific Coastline has worked closely with aqua-culture industry in the region on projects of mutual interest, while the University College ofthe Cariboo in the provincial interior has worked on separate projects in cooperation with the forestry industry and with the local ginseng farmers.
- They have retained their mission as a comprehensive post-secondary institution, and continue to offer programs that span the range from adult upgrading and English as a Second Language through to two-year technology or professional diplomas, in addition to degrees they now offer.
- They have retained their primary focus as institutes of teaching, and not of research despite the growth and range in the number of degrees offered. Generally, faculty in the university colleges are encouraged and not compelled to be involved in some form of scholarly research to stay abreast with the subject area – especially at the upper levels.

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FIGURE 2

### DEGREES GRANTED BY THE UNIVERSITY COLLEGES

| | Kwantlen University College | Malaspina University College | Okanagan University College | University College of the Cariboo | University College of the Fraser Valley |
|---|---|---|---|---|---|
| Bachelor of Arts | | ☆ | ☆ | ☆ | ☆ |
| Bachelor of Education | | ☆ | ☆ | ☆ | |
| Bachelor of Science in Nursing | ☆ | ☆ | ☆ | ☆ | ☆ |
| Bachelor of Business Administration | ☆ | | ☆ | ☆ | ☆ |
| Bachelor of Social Work | | | ☆ | ☆ | ☆ |
| Bachelor of Arts in Child & Youth Care | | ☆ | | | ☆ |
| Bachelor of Natural Resource Sciences | | | | ☆ | |
| Bachelor Degree in Computing | ☆ | | | | ☆ |
| Bachelor of Applied Design | ☆ | | | | |
| Bachelor of Criminology | | | | | ☆ |
| Bachelor of Tourism | | | | ☆ | |
| Bachelor of Fine Arts | | | ☆ | | |

This list is not likely complete and does not include degrees at various stages of approval.

## THE UNIVERSITY COLLEGE SYSTEM IN BRITISH COLUMBIA, CANADA

*from page 5*

- The applied degrees have been designed with advisory committee input from the community and/or industry. These advisory bodies continue to function after degree program implementation, ensuring the curriculum remains current, vibrant and meeting employer needs.

- Their degrees are generally extensions of existing one or two year college programs. The university colleges offering traditional arts and science degrees have merely added the upper levels of a degree to a two-year lower level that was already in place. Applied degrees almost always extend from certificate and diploma programs already in existence at the college. This has allowed a seamless progression from one credential to the next, and greater opportunities for lifelong learning and job enrichment. In some cases an accelerated bridging program might be necessary to accommodate missing skills or knowledge. For example, it is becoming possible for a trades person to progress to technician level to technologist to engineer without the need to start from scratch at each step. The step from a two-year technology program to third year engineering might involve an intensive bridging to acquire the calculus and physics lacking in the technology training but required for the transition to an upper level engineering program. The relevant professional associations sanction these advancement pathways because they have been consulted throughout the planning. This pathway for progression is arguably the strongest developing feature today in British Columbia – either within any university college or between colleges and universities.

- The creation of the university colleges has accelerated the development of collaborative degrees between institutions. One excellent example is the collaborative nursing degree established through the partnerships of four university colleges, five colleges and one university. This has allowed for the delivery of a common core transition from nursing diploma (Registered Nurse) to nursing degree over several regions of the province. This partnership supports the recent requirement by the profession for a bachelor degree in nursing in order to acquire a license to practice as a nurse in British Columbia.

- All applied degrees incorporate acceptance of prior formal learning through transfer credit, or of experiential non-formal learning through prior learning assessment.

- At Kwantlen, all applied degrees must incorporate an established minimum of liberal education. This ensures that no degree has an overemphasis on specialization and allows the opportunity for acquisition of the generic employability skills that are identified by employers as generally deficient in degree graduates. These include such traits as oral and written communication skills, ability to work as a team, punctuality and reliability, understanding the impact of actions taken, diversity awareness and problem solving skills that are not just mathematical.

- The development of degree programs within the colleges has provided a sense of newness, purpose and rejuvenation, even for those departments and programs not involved with them.

### What are some of the ongoing challenges?

Some of the more obvious struggles have been:

- While some progress has been made, British Columbia still lags far behind the Canadian average for the 18 to 24 age bracket that are enrolled in a bachelor degree.

- The diversity of degrees has led to some confusion for potential students and employers. It is becoming increasingly difficult to weigh one possibility against another within the range of program titles and claims already available. For example, what are the advantages and disadvantages of taking a Bachelor of Science in Environmental Studies over a standard Bachelor of Science in (say) biology? Some applied degrees risk becoming too specialized and serve dubious purposes outside the college's region. A strong argument still surfaces periodically for general degrees over specialized ones when career changes are anticipated.

- The university colleges are severely underfunded. Post-secondary institutions have been asked to increase student access without additional funding. Inadequate allowance has been made for additional costs caused by inflation, collective agreement labour settlements, and unavoidable rises in costs such as worker's compensation and employment insurance premiums. Government budget norms are not adequate for the added costs attributed with upper level courses, and are far below proportionate grants provided to the universities. To make matters worse for all post-secondary institutions,

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## THE UNIVERSITY COLLEGE SYSTEM IN BRITISH COLUMBIA, CANADA

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there has been a provincially mandated five year freeze on tuition fees. This has prevented colleges from recovering any funding shortfall from government. Tuition at university level is roughly two thousand Canadian dollars per year. In comparison, the tuition fee at British Columbia's universities is about 60% more. Such low fees illustrate the pressures colleges face in trying to balance budgets. This shortfall in funding is particularly evident in the library services provided. Many libraries are understaffed and collections are vastly inadequate. When the university colleges emerged their existing library budgets were not elevated to match those of a university of a comparable size. These libraries required much building of stock just to catch up to the standards of a university library, let alone stay current. In addition, by offering applied degrees the government falsely assumed that a resulting heavier focus on application over theory would decrease demand on library usage. Many university colleges function with satellite campuses in order to be closer to their communities. This required the formation of sub-libraries as opposed to the traditional centralized libraries found at the universities, and added to the overall cost.

- The trades and vocational areas have complained that with the advent of degrees their programs have been marginalized.

- The means to foster scholarly research is still unresolved. Access to research grants is difficult. Time release from teaching to do research is still being negotiated with the unions, and is even more challenging to resolve with the current state of underfunding. Time release for some can lead to an undesirable two-tier status for faculty, something observed in university colleges when teachers of upper level courses were assigned less teaching time than those teaching the lower level courses. The impact of this unresolved challenge is a minimal interest in research, as few are willing to add this responsibility onto an already demanding workload.

- The approval process for degrees, while thorough, is frustrating and time consuming. It starts as a concept reinforced by community and industry feedback. Then it goes to the government for study. If approved in principle at this stage, it returns to the college to develop as a Letter of Intent. The proposal goes through the full internal and advisory committee approval process, before being returned to government. It now faces a degree approval committee composed of college and university presidents (or their delegates), government officials and community/business/industry representatives. If not approved, the proposal usually dies at this stage. If approved, it returns to the college for development at the full proposal stage, usually with several conditions to resolve. Once these conditions are satisfactorily clarified or corrected with the government committee, the proposal goes through the final stage of approval at all levels. Kwantlen has had two of its proposals turned down by the government committee at the Letter of Intent stage despite support from business and industry. The lack of government clarification of these refusals has left Kwantlen puzzled by the approval structure.

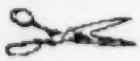
- There is some concern within the academic sector that applied degrees are nothing more than two diploma programs added end to end, which would not meet the standards for a degree program. Employers do not seem to share this concern, but some applied and business degrees have reduced the requirement for subjects such as calculus, and this has raised questions regarding outcome suitability. □

## Join the Club!

The CCBA now has an e-mail group where members can exchange information and ideas. If you have not already done so, you can join by sending an e-mail request to:

**Community_College_Baccalaureate_Assn-subscribe @egroups.com.** Institutional members can add anyone in their organization who is interested. This is an exciting way to keep our members connected, quickly and conveniently.

## Help Us Cut Costs



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## CCBA First Annual Conference - Learning From the Past, Shaping the Future

Registrant's Name: _____
First Middle Initial Last

Full Name as it should appear on badge: _____

Institution/Association/Organization: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Country: _____ Telephone: (___) _____

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Please list additional registrants from the same institution below:

1. Full Name as it should appear on badge: _____
   Position/Title: _____
2. Full Name as it should appear on badge: _____
   Position/Title: _____
3. Full Name as it should appear on badge: _____
   Position/Title: _____

**Registration Fees - Please mark appropriate boxes**
**Includes reception on the 7th and lunch on the 8th & 9th**

☐ Members - $235 per person ☐ Non-members - $275 per person

CCBA Annual Membership submitted with registration:

Institutional membership - $500
(If submitting the institutional membership, all individuals attending the conference from the institution will receive the member registration rate.)

Individual membership - $100

Full Name: _____

Total amount submitted: _____

Payment must be by check in U.S. dollars. Please make checks payable to:

**Community College Baccalaureate Association**

Please return this registration form and payment to:

Laurie McDowell, Director
Community College Baccalaureate Association
c/o Edison Community College
P.O. Box 60210
Fort Myers, Florida 33906-6210

Community College Baccalaureate Association

# CCBA Beacon

*An International Organization for the Community College Baccalaureate Degree*

VOL. 2 • No. 2 | Laurie McDowell, Editor | Spring/Summer 2001


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- **Membership Application** Find it on Page 5


***What is the CCBA Mission?***

***To promote the development and acceptance of the community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost.***

**VISIT OUR WEBSITE**

For articles, list of members and on-line application, be sure to check out our website at **www.accbd.org.**

## First Annual CCBA Conference a Success

On February 7, the Community College Baccalaureate Association kicked off its first international conference in Orlando, Florida. Fifty-two people were in attendance, representing 17 states, two Canadian provinces, and two Caribbean nations. Highlights from some of the presentations will be featured in this issue of the Beacon. Look for more highlights in the Summer 2001 issue.

## North Central Association Publishes Task Force Recommendations

In August of 1998, the North Central Association of Colleges and Schools Commission on Institutions of Higher Education received its first request from a community college to have its accreditation extended to a few competency-based programs leading to a Bachelor of Applied Technology. Because its response would set precedent for future requests, the Board of Trustees established a Task Force "to study the various ways in which quality baccalaureate education is currently provided in community college settings, to study the forces behind extending the community college mission to include the offering of baccalaureate education, and to recommend to the Commission the most appropriate and most effective strategies to follow in extending accreditation to baccalaureate education in community college settings."

Dr. Steven Crow, Executive Director of the Commission on Institutions of Higher Education, and Dr. Doreen Dailey, President of Yavapai Community College in Prescott, Arizona, served on the Task Force on Baccalaureate Education in the Community College Setting. Dr. Crow and Dr. Dailey made a presentation at the CCBA 1st annual conference, explaining the NCA's charge to the Task Force and the context in which it was formed.

Dr. Steven Crow

*continued on page 2*

Dr. Doreen Dailey

## Mark Your Calendar . . . .

The second annual Community College Baccalaureate Association Conference will be held March 15 - 17, 2002. Our conference will precede the League for Innovation Conference - Innovation 2002 - in Boston

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## North Central Association Publishes Task Force Recommendations

*(continued from page 1)*

The Task Force focused on three primary models for delivery of baccalaureate education on community college campuses: (1) 2 + 2 programs where baccalaureate institutions offer on a community college campus one or more culminating years of the baccalaureate degree; (2) higher education centers where community colleges collaborate with baccalaureate institutions in developing and offering baccalaureate degrees; and (3) community colleges that offer the total baccalaureate degree program.

At the time of their presentation, the Task Force report had not yet been made public. The Task Force recommendations are now public and are summarized below. The full text of the Task Force Executive Summary with Recommendations can be found at the following URL:
**www.ncahigherlearningcommission.org/resources/bacc_ed_cc/index.html**

**RECOMMENDATION ONE:** The Task Force recommends that the Commission, through its current institutional change processes, consider requests from a community college to offer some programs leading to baccalaureate degrees. In making the recommendation, the Task Force also expects that the Commission will assure that accreditation policies and processes measure an institution against its stated mission.

**RECOMMENDATION TWO:** The Task Force recommends that in evaluating the request of a community college to offer baccalaureate education, the Commission apply established criteria, requirements, and expectations for general education, institutional capacity, commitment of resources, and assessment of achieved student learning for the baccalaureate program.

**RECOMMENDATION THREE:** The Task Force recommends that the Commission develop guidelines and good practices for unique institutional situations to inform institutional decision-making and team evaluations.

**RECOMMENDATION FOUR:** The Task Force suggests that the Commission consider developing a third-party, quality review program appropriate for higher education centers. □

## CCBA Members Establish Strategies

Participants in the 1st annual CCBA conference set the future direction of the organization in a session identifying strategies to accelerate widespread acceptance of the community college baccalaureate degree. As a first priority, members identified the need to develop a position statement that clearly defines the factors supporting the case for community college baccalaureate degrees; that addresses concerns about quality; and that reaffirms commitment to the community college mission of responsiveness at a local level and widespread access to higher education.

Attendees then identified strategies at the national, regional, state and local levels to communicate the CCBA position and increase acceptance of the concept of community college bachelor's degrees. Those strategies are summarized below:

### National

- Elicit backing of organizations such as American Association of Community Colleges, Education Commission of the States and the Association of Community College Trustees
- Initiate a forum for discussion through the College Board Office of Adult Services
- Apply for grant from national foundation to support further development of educational materials and distribution avenues such as the website

### Regional

- Organize approach to regional accrediting agencies

### State

- Establish lines of communication with state departments of education and higher education boards to keep them in the loop
- Target efforts toward key states where initiatives have gained some momentum
- Elicit support of state business and trade associations
- Encourage statewide college president groups to endorse the CCBA position statement or something similar
- Relay CCBA position statement to governors and state legislators
- Encourage community college doctoral candidates to conduct further research on community college baccalaureate degrees

*continued on page 3*

## CCBA Members Establish Strategies

*(continued from page 2)*

### Local

- Educate faculty, trustees, students and alumni to engage support
- Elicit support from chambers, economic development councils, and private foundations
- Identify and educate local opinion leaders ☐

## Lessons from Rio Salado

Dr. Linda Thor, President of Rio Salado College in Tempe, Arizona, presented at the CCBA 1st annual conference and provided an interesting synopsis of Arizona's experience with community college baccalaureate legislation. In 1997, Arizona State Senator Carol Spring drafted a bill providing for an appropriation to develop a 2 + 2 program with Yavapai College and Northern Arizona University. The bill also eliminated language from the community college authorizing legislation that restricted community colleges to programs of two years or less.

Rio Salado College had been approached by law enforcement leaders to develop an applied baccalaureate degree and was, therefore, supportive of Senator Springer's bill. However, the college decided to take a low profile approach in the hopes that the bill's language change would go unnoticed by universities. On the contrary, public and private universities banded together in opposition to the bill. They argued against a change in legislation on the grounds that there was insufficient need to justify the expense of new degrees; that applied baccalaureate degrees emphasize job preparation at the expense of general education; that the cost of accreditation for community college baccalaureate degrees would be prohibitive; that community colleges had inadequate faculty, libraries and distance learning resources; and that access needs were already met through 2 + 2 programs and interactive video conferencing.

Universities called on their presidents, influential alumni and the media to fight the legislation. In the end, the bill was amended to eliminate the language change and instead created a study committee to determine the need for additional baccalaureate-level programs. The revised bill passed both the Arizona House and Senate, but was vetoed by Governor Fife Symington. However, Senator Springer subsequently appointed a study committee regardless.

Dr. Linda Thor

Dr. Thor reflected on the approach taken by Rio Salado College. "In retrospect, I think we made a mistake with the low profile approach. We should have taken our case to the media and to our employers and students. We should have been better prepared with projected costs for implementation and documentation of the need. We should have been on the offensive, rather than the defensive."

More than three years later, Rio Salado College has found an interim solution through a partnership with Ottawa University, headquartered in Kansas. Ottawa University has a Bachelor of Arts in Police Science or Law Enforcement Administration, which accepts all Rio Salado law enforcement and general education credits. The entire curriculum was co-developed by both institutions with input from police executives across the country. The upper level courses are available anytime and anyplace through distance learning. ☐

## Make it YOUR Newsletter

The CCBA Beacon is intended to be a forum for sharing information among our members, keeping each other apprised of developments in our states or provinces, relaying research findings, and voicing opinions about how best to state the case for the community college baccalaureate degree. Readers are encouraged to make submissions to **lmcdowell@edison.edu** or by mail to Laurie McDowell, Edison University Center, P.O. Box 60210, Fort Myers, FL 33906. A lively dialogue was begun at our conference in Orlando, and should continue through this newsletter and our e-mail group.

# Florida Legislature Passes Bill Authorizing Community College Baccalaureates

As part of the legislation relating to changes in educational governance, the Florida legislature approved language of significance to the community college baccalaureate movement in that state. Senate Bill 1162 amends existing legislation allowing community colleges to request authorization to offer baccalaureate degrees. The amended legislation would simplify the process for requesting approval, and eliminate the requirement that community colleges offer first right of refusal to at least three university partners before authorization is granted. The bill also eliminates the review of established programs by the Postsecondary Education Planning Commission, relying instead on regional accreditation for quality assurance. Added to the bill was a stipulation that a community college which gains baccalaureate- degree-granting authority retain its primary mission of providing associate degrees, and may not terminate its associate degree programs. The Legislature set aside $5 million from which community colleges can apply for money to start bachelor's degree programs.

This same bill grants authority to St. Petersburg Junior College to offer bachelor's degrees in nursing, elementary education, special education, secondary education, and applied science in fields chosen by the board of trustees, and changes its name to St. Petersburg College. Additional baccalaureate degrees would be allowed after four years, upon approval of a coordinating board consisting of the Presidents and chairpersons of the boards of St. Petersburg College, Pasco-Hernando Community College and University of South Florida.

This legislation is part of an effort to increase access to bachelor's degrees in Florida, which ranks 38th among the states in the percent of the population with baccalaureate degrees. Florida has a lower rate of students who continue their education after the first 2 years of college, and a lower capacity in universities at the upper division. The Postsecondary Education Planning Commission, at a January 2001 conference on Access to Baccalaureate Education, made recommendations to include authorizing selected community colleges to award a limited number of baccalaureate degrees. According to a senate staff analysis of the pending legislation, "The state's rapid growth and shortage of essential services – especially for teachers, health care professionals, and qualified managers – raises the potential of expanding the offerings of some community colleges to include a limited number of baccalaureate programs." □

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## Give 'em Something to Talk About . . .

Share your news, opinions and ideas with the CCBA e-mail group. If you have not already done so, you can join this members-only group by sending an e-mail request to: **Community_College_Baccalaureate_Assn-subscribe@egroups.com.** Institutional members can add anyone in their organization who is interested. This is an exciting way to keep our members connected, quickly and conveniently.

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P.O. Box 60210 Fort Myers, Florida 33906-6210

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# CCBA Beacon

*An International Organization for the Community College Baccalaureate Degree*

VOL. 2 • No. 3 | Laurie McDowell, Editor | Fall/Winter 2001


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***What is the CCBA Mission?***

***To promote the development and acceptance of the community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost.***

*Mark your calendar for . . .*

## The Democratization of the Baccalaureate Degree

### Second Annual Conference

The second annual CCBA conference will take place in Boston from Friday, March 15 through noon, Sunday, March 17. The conference will be held at the Boston Marriott Copley Place, a destination that is rich with historic landmarks and ideal for celebrating St. Patrick's Day. Reservations can be made and a virtual tour of the Marriott can be found through a link on the CCBA website.

The conference will begin with a Friday evening reception on March 15. Saturday's program will include several concurrent presentations, round table discussions, "The Great Debate" and a luncheon. There will be a panel discussion after Sunday morning's breakfast. Many participants will remain for the League for Innovation's annual conference, Innovations 2002, that is being held at the same location.

Topics presented during the conference will include the history, politics, practical aspects and future trends relative to the offering of baccalaureate degrees at community colleges. Issues will be presented from several perspectives. Presentation proposals have been received from several community college leaders who are interested in the issues of Baccalaureate Degree offerings through Community Colleges.

The registration fee for CCBA members who register before February 15 is $235; after February 15 it is $285. The non-member registration fee is $275 before February 15 and $325 after February 15. This includes attendance at all sessions, the opening reception on March 15, lunch on the 16th and breakfast on the 17th. Arrangements for tables have been made at SkipJacks, (www.Skipjacks.com) for those who wish to dine with conference attendees on Saturday night.

**To register, submit the form on page 4.**

## Louisiana State University at Alexandria Succeeds in Bid to Become Bachelor's Degree-Granting Institution

**by Robert Cavanaugh, Chancellor**

Louisiana State University at Alexandria is a part of the LSU System, one of four higher education systems in the state of Louisiana. LSUA was created in 1959 and enrolled its first students in the fall of 1960. LSUA has offered a variety of two-year degrees and certificate programs since the university was established. Citizens of the central part of the state had long desired a four-year institution and expected LSUA to grow into that role since its beginning. During the mid 1970's, a very strong effort was mounted to change the role of LSUA to that of a four-year institution. This attempt failed in the Louisiana Legislature due to concerns over funding and "turf" by existing four-year institutions.

*continued on page 2*



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## Louisiana State University at Alexandria Succeeds . . .

*(continued from page 1)*

During the middle 1970's, LSU in Shreveport was successful in changing its role from a two-year campus to a four-year institution. Such changes require a two-thirds vote in both houses of the Legislature. In the 1980's another strong attempt was made to create a four-year LSUA. This effort failed as well. The conventional refrain among legislators and the Louisiana Board of Regents (the policy board for higher education in the state) was that Louisiana has too many colleges and could not possibly afford another one.

When the decision was made in 1995 to make the change in mission a top priority of the institution, the Chancellor of LSUA and other supporters both on campus and in the community decided on a change of strategy. The new strategy involved a number of factors that could only be accomplished over a period of years. These were:

1. To gather information on the higher education situation in the central Louisiana area.
2. To provide legislators and other decision makers, including the LSU Board of Supervisors and the Louisiana Board of Regents, with information concerning the current higher education situation in central Louisiana and its impact on place bound students, particularly minorities and women.
3. To gather strong support from our area's Legislative delegation, Chambers of Commerce, mayors and other elected officials, the local media, citizens of the area, and to get strong involvement from our own faculty, staff, and students.
4. Create a bumper sticker and lapel pin campaign to foster awareness of LSUA's efforts.
5. To work to gather support from the governor and other statewide elected officials.
6. To create a "Friends of a Four Year LSUA" group to coordinate the efforts to bring about this change of mission.
7. To raise funds to hire a consultant to help build our case, to hire lobbyists to advise us in the political process, and to hold social functions for the Legislature.
8. To turn the case for a four-year LSUA into a regional issue rather than a local issue.

Although the process eventually took longer than the three or four years originally estimated, the LSUA four-year bill first went before the Legislature in a Special Session in 2000. This first effort was unsuccessful as the bill failed to gain a two-thirds vote in the House.

The "Friends of a Four-Year LSUA" began a strong campaign aimed at success in the 2001 regular session. This campaign consisted of the following:

1. Meeting with the Governor and his staff to discuss support in the 2001 session.
2. Gaining the strong vocal support of the LSU Board of Supervisors and the President of the LSU System.
3. Maintaining very active lobbying efforts in the Legislature.
4. Writing columns stating our case for newspapers across the state.
5. Targeting the Black Caucus and the Women's Caucus legislators in both Houses.
6. Starting the bill in the Senate rather than the House for strategic reasons.
7. Working with the Speaker of the House and the Governor's office to have funding put into the budget for LSUA's expansion early rather than trying to add it during the Session.
8. Making the legal case that the LSUA Bill should require a simple majority of both Houses rather than two-thirds.

The 2001 effort began with a hearing on the LSUA Bill in the Senate Education Committee. The Bill passed this committee by a one vote margin. The Bill, with strong support of Senator Joe McPherson and a coalition of statewide support, passed the Sanate with a two-thirds majority. The House education committee, after much debate, passed the bill favorably by an 11-6 vote. The strong support from Governor Mike Foster and Speaker of the House Charlie DeWitt helped to pass the bill through the House with a two-thirds majority.

Summing up the reasons for LSUA's success this year is not difficult. It appears that nearly all of the necessary support "pieces" were in place for the 2001 session. Several factors that we did not anticipate back in 1995 worked in our favor by 2001. Charlie DeWitt, the local legislator in whose district LSUA is located, was elected as Speaker of the House. The president of a private religious college in our area, Louisiana College, was strongly supportive. Governor Mike Foster was willing to work hard to make a four-year LSUA a reality. The students and former students of LSUA were much more effective in this effort than we had earlier anticipated. The Central Louisiana Chamber of Commerce was totally committed and was very effective in promoting our case.

At this time LSUA is working closely with the Southern Association of Colleges and Schools to gain accreditation to offer baccalaureate degrees. LSUA is developing several degrees and seeking the necessary approval from our governing boards. Three degrees, Liberal Studies, Biology, and Elementary Education should be approved by both boards by the end of this calendar year. Other degrees including Nursing, Computer Information Systems, Psychology, and Business Administration are being developed on campus. LSUA anticipates offering the first four-year degrees by Spring of 2003. Interestingly enough, LSUA's Fall 2001 enrolment was up by 14% over Fall 2000. Since we are offering no four-year programs yet, this increase is apparently due to community excitement over the new LSUA role. ■

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**Please use form on page 4 for conference registration.**



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## CCBA Second Annual Conference - Democratization of the Baccalaureate Degree
## March 15 - March 17, 2002 Boston

Registrant's Name: _____
Dr./Mr./Mrs./Ms. First Middle Initial Last

Title: _____

Full Name as it should appear on badge: _____

Institution/Association/Organization: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Country: _____ Telephone: ( ) _____

Fax: ( ) _____ Email: _____

Please list additional registrants from the same institution below:

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   Position/Title: _____
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   Position/Title: _____
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Registration Fees - Please mark appropriate boxes

Includes reception on the 15th, lunch on the 16th and breakfast on the 17th.

Registration **before** February 15, 2002

- ☐ Members - $235 per person
- ☐ Non-members - $275 per person

Registration **after** February 15, 2002

- ☐ Members - $285 per person
- ☐ Non-Members - $325 per person

*Registration may be cancelled for a full refund up to thirty days before event.*

*Hotel reservations made after February 15 will be on a space available basis.*

### CCBA Membership submitted with registration:

☐ Institutional membership - $500

(If submitting the institutional membership, all individuals attending the conference from the institution will receive the member registration rate.

☐ Individual membership - $100

Total amount submitted: $_____

Payment must be by check in U.S. dollars or by credit card.

Please make checks payable to:

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# BACHELOR'S DEGREE CURRICULUM DEVELOPMENT: THE EDISON COMMUNITY COLLEGE APPROACH

by Laurie McDowell

A common topic of interest among those requesting information of the CCBA, is curriculum development. The approach to this task will likely vary according to regional accrediting requirements, state requirements and degree majors. This article highlights the approach of one Florida community college that is not yet in the implementation phase.

As reported in the last issue of *The Beacon*, the Florida legislature recently passed a bill permitting community colleges to seek authorization for offering bachelor's degrees. The state also allocated $5 million in implementation funding for those colleges receiving authorization, and issued guidelines for submitting proposals. At this time, Edison Community College plans to submit proposals for two bachelor's degrees: A Bachelor of Applied Science (BAS) in Computer Technology and a BAS in Public Service.

Proposal submission is being coordinated through the Office of Institutional Advancement. As part of its proposals, the College must "list the curricular requirements for the proposed degree program, including the required academic courses and pre-requisite courses to fulfill the degree program requirements." A task force has been formed for each of the proposed degree programs. Patricia C. Gordin, Director of Research, Reporting and Assessment, plays a pivotal role in collecting survey data from stakeholders and providing a framework within which to build each curriculum.

Curriculum components for the two applied science degrees will be based upon competencies identified from three different sources. The first source is curriculum frameworks developed by the Florida Community College System for Associate in Science (AS) degrees. These frameworks identify the intended outcomes that must be addressed in each AS degree program. Edison plans to merge the degree requirements of related AS programs into the BAS degrees. State curriculum frameworks are being examined for overlapping outcomes. These outcomes are being distilled into about 15 common outcomes.

The second basis for curriculum components is competencies assessed by the College Level Academic Skills Test (CLAST). The CLAST is designed to ensure that students have achieved communication and computation skills commensurate with successful completion of lower division coursework. All students seeking an Associate of Arts or Baccalaureate degree are required by the State of Florida to satisfy the CLAST requirement.

Third source of information used for building curricula is survey data collected from industry representatives. Rather than asking these professionals which courses they felt should be included in the bachelor's degrees, respondents were asked to select from among a list of competencies that degree completion would achieve. They were also asked to rank order these competencies in order of importance.Competencies identified from these three sources have been placed on a grid, to be cross-referenced with degree course requirements. The end goal is to ensure that all crucial competencies are addressed by the required courses in each degree.

Another crucial component to program development is the method of delivery of instruction. One group of stakeholders identified a desire for mixed media, combining classroom instruction with distance learning. Scheduling of course lengths and times will also be carefully considered, keeping the needs of potential students in mind. This aspect of Edison's proposal is as important as curriculum. In Gordin's words, "There is a very important reason for authorizing community colleges to provide a limited set of workforce bachelor's degrees - the many years of successful experience they've had in educating non-traditional students."

Edison plans to submit its proposals to the Council for Education Policy Research and Improvement by mid-December. Florida's statute authorizing community college baccalaureate degrees calls for twice-yearly reviews of proposals. The first review is slated to occur in January of 2002. ■

For more information, contact Patricia Gordin at (941) 489-9008 or by e-mail at *pgordin@edison.edu*.

**VISIT OUR WEBSITE**

For articles, list of members and on-line application, be sure to check out our website at **www.accbd.org.**

## First Nationwide Community College Baccalaureate Association Market Research Report

by James E. Samels and James Martin

Through our participation at the first annual CCBA conference in Orlando, Florida and in our follow-up communications with CCBA members, the Alliance has conducted a national market research survey focusing on the community college baccalaureate phenomenon. Activities have included environmental scanning, comparative modeling, and gathering market intelligence research aimed at producing a needed snapshot of the CCBA movement.

In our nationwide survey, community and technical colleges were asked to report on the status of their knowledge and awareness of community college baccalaureate degree initiatives. More specifically, institutions were asked whether they were currently considering the development of bachelor degree programs on either a free-standing or collaborative basis with other senior colleges and universities. Participants were also asked to provide data on the assessment of student demand, employer market need, and overall institutional preparedness to offer the bachelor degree.

Institutions were also invited to share experience on collaborations with baccalaureate degree-granting institutions including joint and collaborative degree models.

Last, and importantly, institutions were asked to share their experience in building institutional capacity to deliver baccalaureate programs, including faculty credentialing, curriculum and professional development, classroom lab and infrastructure improvements, and library and learning resource needs.

In May of 1990, we predicted in an opinion editorial published in *Community College Week* that two-year colleges across the nation would begin to experiemnt and adopt the two-plus-two baccalaureate degree completion mode.

In order to more fully understand the various formats for a community college baccalaureate, it is helpful to think about several distinctive typologies:

1. Freestanding:

The community college acquires the authority to issue the baccalaureate degree on an independent, freestanding basis.

2. Collaborative:

In this model, community college students can complete their bachelor degree on campus, with 300 and 400 level credits generated by the collaborating four year college or university.

3. Joint Degree:

In this model, both institutions offer the degree to their students.

Over the past 50 years, an original group of over 330 private two-year colleges has dwindled to approximately 80 institutions with the balance having merged, discontinued, or, in many instances,

developed baccalaureate degree programs to become more comprehensive institutions. Among the scores of junior colleges making this transition, a number developed two-plus-two program formats in which students would first be admitted into the associate degree program and then only upon completion of 60 credits at a satisfactory quality point average proceed to more academically rigorous work at bachelor degree level.

In light of the foregoing junior college megatrend, it was not that difficult to predict this same trend among many community colleges. What has been surprising is the accelerated rate of growth of Community College bachelor degrees over the last several years - no doubt owing to increased public awareness and support for the concept promoted by the CCBA.

We are pleased to report that in the Education Alliance's most recently conducted survey nearly two out of three community colleges nationwide report having already considered the possibility of offering bachelor degree completion programs at their campus. Key motivating factors include unmet student demand, rising employer career preparation expectations, and the need for expanding access to quality, affordable, convenient bachelor degree completion options.

It is also not surprising that the greatest frequency of interest is shared among place-bound community colleges where students and employers continue to lack solid bachelor degree choices on a local basis. Neither is it surprising that fewer than one in three community colleges has conducted a feasibility study assessing student demand, employer market need, partnering options and overall institutional preparedness to offer the bachelor degree. These same institutions have customarily not had an opportunity to evaluate the impact of the bachelor degree option on academic advisement, counseling, academic support, student services, campus infrastructure and telecommunications. Indeed, few of these colleges have done significant environmental scanning, comparative modeling, benchmarking or forecasting of revenues and expenditures from these baccalaureate degree initiatives.

What all this data indicates is that the Second Annual CCBA conference is likely to become the forum of choice for the exchange of new approaches and ideas about expanding baccalaureate degree completion opportunities at community colleges throughout the nation.

The Education Alliance is committed to furthering the CCBA continuing education and professional development agenda and we look forward, with enthusiasm, to cosponsoring the opening reception for CCBA members at the Second Annual conference in Boston in March, with our partners *Community College Week*, THINQ Learning Solutions and Cambridge and Excelsior Colleges. ■



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